

**A DESCRIPTIVE STUDY ON TEACHING-LEARNING PROCESS
OF SPEAKING AT THE SECOND SEMESTER
OF ENGLISH DEPARTMENT
OF MUHAMMADIYAH UNIVERSITY
OF SURAKARTA IN 2011/2012 ACADEMIC YEAR**



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by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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ACCEPTANCE

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**Accepted and Approved by the Board of Examiner
School of Teacher Training and Education
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on December , 2012**

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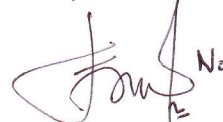
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With this, I state that there is no plagiarism of the previous works which have been made to get bachelor degree of university and as long as the writer knows that there is also no works or opinions that have ever been composed or published by other people, except those referred in which written in this research paper and mentioned in bibliography.

Hence, if it is proved that there is mistake in the writer's statements I will be wholly responsible.

Surakarta, November 2012

A handwritten signature in black ink, appearing to read 'Fauziah', with a small 'No.' written to its right.

FAUZIAH NURHAYATI
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ABSTRACT

This research paper is intended to describe the teaching learning process of speaking at the second semester of English Department of Muhammadiyah University of Surakarta. It is conducted to describe the method used by the lecturer of speaking 2 and the strength also the weakness of its method. The data are taken from all elements of teaching-learning process committed by the lecturer and the students and other sources such as information, events, student teacher interactions, the process of teaching and learning, and the materials. The methods of collecting data are interview, document and observation. This research is descriptive qualitative which does not include any calculation or statistic procedure. The result of the research shows that the method used by the lecturer is direct method with its principles. It used some strategies to apply direct method perfectly like role play, games, sharing, discussion and song. The use of direct method can not effective because there is Indonesian language about 10% in the teaching learning process of speaking 2. The strengths of the method are it can make the students are more involved, active, familiar with the target language and have more confidence to speaking up. Whereas the weaknesses of using direct method are about difficulty of controlling class, it is rather difficult to be applied in large class; the student that has less skill can not follow the other, and needs many times because most of students need long time to understand.

Key words: method, teaching, speaking.

A. Introduction

English consists of four language skills, namely listening, speaking, reading, and writing. Teachers should develop these four language skills in order that their students could use the skills to communicate or express their thoughts, feeling, and opinions in English.

Speaking is one of the skills in learning English. Speaking is the representation of language orally. Speaking skill is for communicating with other people throughout the world by taking a speaking course. Communication is important in teaching speaking. It should improve student communication skill, because only in that way, student can express themselves and learn how to follow the social culture in speaking class.

The teacher usually has some methods in teaching-learning process. Teaching methods are needed in teaching-learning process, especially in teaching speaking. Method is treated at the level of design in which the roles of teachers, learners and instructional materials are specified. When the students are having an idea to speak, they confuse to begin their speaking. They need some guide to speak and to get more idea.

In learning English there are four basic skills that must be mastered by the learners. Four skills are equally important, one of them is speaking. Every learner should be able to speak correctly. Speaking correctly is one of the main capitals in learning and teaching language. As a prospective educator, Muhammadiyah University of Surakarta students should have mastered the skill to speak correctly as it will be used to teach. If speaking is not completely mastered by them so it can be a bad mark to them as teacher and it can disturb the teaching learning process that will be done by them soon.

In this research, the write conducts a descriptive qualitative research. By using descriptive research, the writer wants to describe the kinds of method

in teaching speaking, the classroom activities, and the strength also the weakness used by the lecturer in teaching speaking.

Based on the background above the writer decides to carry out a research entitled *A Descriptive Study on Teaching-learning Process of Speaking at the Second Semester of English Department of Muhammadiyah University of Surakarta in 2011/2012 Academic Year*.

B. Underlying Theory

According to Oxford Advanced Learner's Dictionary (1986:827) speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use a language; expressing oneself in words; making speech, while skill is the ability to do something well. Therefore, the writer can infer that speaking skill is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistic knowledge in actual communication. The ability functions to express our ideas, feelings, thoughts, and needs orally.

Nurgiyantoro (1987:259-260) and Syakur (Syakur, 1987: 3) in <http://www.scribd.com/doc/27235175/Teaching-Speaking-in-a-Classroom> there are at least five components of speaking skill: comprehension, grammar, vocabulary, pronunciation, fluency.

According to Oxford Advanced Learner's Dictionary (1986:886) teaching is giving instruction; cause to know or be able to do something; giving knowledge, skill, giving lessons. Speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use a language; expressing one-self in words; making speech. Then the writer concludes that teaching speaking is giving lesson in making the use of words in an ordinary voice, uttering words, knowing and being able to use a language, expressing one-self in words making speech.

Berlitz (1852-1921) in Fauziati (2009:37) used a kind of method called *Direct Method*. Berlitz successfully used the method in commercial schools in the US and Europe. In practice, it stands for the following principles: (1) Classroom was conducted exclusively in the target language; (2) Only everyday vocabulary and sentences were taught; (3) Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class; (4) Grammar was taught inductively; (5) New teaching points were introduced orally; (6) Concrete vocabulary was taught through demonstration of objects and pictures, whereas abstract vocabulary was taught by association of ideas; (7) Both speech and listening comprehension were taught; and (8) Correct pronunciation and grammar were emphasized (Richards and Rodgers (1993) in Fauziati, (2009:37). Thus, teaching method of speaking is related to the concept of oral based methodology, where the activity immediately setting the student's speaking competence.

Fauziati (2010:18-28) states that there are some activities that include in teaching the speaking skill namely: role-play, games, problem solving, songs and discussion.

C. Research Method

Descriptive qualitative research is a type of research which does not use any calculation or enumerating (Moleong, 2006:2-3). The object of the study is the method used by the lecturer in teaching speaking II. The subject of the study is the lecturer and the students of speaking II. The data of this research are some information in word derived from the observation and interview notes accumulated in the field and those are collected from classroom observation of teaching-learning process and interview with the lecturer, and take some pictures of classroom activities. Data source have been taken from

the teaching-learning process of speaking at the second semester of English department of Muhammadiyah University of Surakarta. There are two sources of data; event and informant. Method of collecting data are observation and interview. Technique for analyzing data are (1) Arranges and categories the data taken from observation and interview, (2) Performs the classification and the discussion of the data finding of the research in the form of systematic classification in order to be read and learned easily, (3) Draws the conclusion and proposes suggestion based on the analysis.

D. Research Finding and Discussion

1. Research Finding

The important point of this chapter is to describe about the method used in teaching- learning process of speaking with its strength and weakness at the second semester of English Department of Muhammadiyah University of Surakarta in 2011/2012 Academic Year.

a. The Method Used in Teaching Learning Process of Speaking

From the interview and the observation in the classroom at the second semester of English Department of Muhammadiyah University of Surakarta in 2011/2012 Academic Year, the teaching learning process of speaking is very interactive. Based on the analyzing data, the writer finds just one method and some classroom activity used in the teaching learning process of speaking². It uses direct method in all classroom activity. Actually, it is a method that uses target language totality. In speaking classroom activity, it applies some technique like role play, games, problem solving, discussion and song.

b. The Strengths and Weakness of the Methods Used by the Lecturer

By implementing Direct Method, there are some benefits:

- 1) The student becomes more active during the teaching learning process.
- 2) The student is more involved.
- 3) The student can usual to listen and speak the target language.
- 4) Makes student brave to speak the target language.

Although Direct Method has some benefit but it also has some weakness, they are:

- 1) During group work activity, the teacher cannot control all the language used, so the students sometimes make mistake.
- 2) Difficult to control the class.
- 3) The student that has less skill of the target language is late to follow.
- 4) Makes the time of meeting limit if any student that can't speak well.

2. Discussion

The objectives of teaching speaking at the second semester of English Department of Muhammadiyah University of Surakarta in 2011/2012 academic year is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to comprehension, grammar, vocabulary, pronunciation, fluency and to observe the social and cultural rules that apply in each communication situation. It is also to enable the students in understanding that English is as a means of communication and to enable the students in being active in practicing English language.

The use of direct method can bring the students to be easy in studying English. The system of teaching learning process is student-centered that concerns the student's need, interest and pleasure. The general

goal of the direct method is to provide learners with a practically useful knowledge of language. They should learn to speak and understand the target language in everyday situations. The teaching methods recommended by the new reform movement followed logically from the emphasis on providing a useful knowledge of target knowledge, because that can only be developed by the direct use of the target language in class. The writer observes the percentage of teaching listening at the first year student only 30% from the total materials available and 70% for classroom technique in teaching speaking. It is about 90% because speaking is the first skill that must be mastered by the students in direct method. So, speaking skill cannot be neglected in this composition of teaching English. The listening activities in the student's individual are about 50% and grouping is about 50%. From this data it can be concluded that this portion is enough because the speaking activity will be integrated with other English skills. But, the writing activity is reduced. The stress is in speaking and listening activity. The teacher always uses English in teaching learning process (about 90%) and uses Indonesian language (10%).

The material as a component of speaking course should be prepared. It needed to make learning strategy that can increase speaking skill and make the students interest. It is like individual and grouping activity. Individual activity can make the student more active and grouping is to do discussion. The media that functions as a helping learning process also must be considered. Tape is one of the media that use in "Speaking 2". It is an innovation to improve the speaking skill.

E. Conclusion and Suggestion

1. Conclusion

a. The Methods Used in Teaching Speaking at the Second Semester of English Department of UMS

The method used in the teaching-learning process of speaking II is only direct method. It is one of the methods that are suitable to conduct teaching speaking. The use of direct method can make the student more active to speak English in the classroom.

b. The Strengths and Weakness of the Methods

1. The strengths

- a. It can make the student more active.
- b. It can make the student more involved.
- c. It can make the student more familiar with the target language.
- d. It can make the student have more confidence to speak up.

2. The weaknesses

- a. It can not be controlled by the teacher in a large group.
- b. It is rather difficult to apply in a large class.
- c. It makes the student that has less skill can't follow the other.
- d. It needs many times because most of the student needs long time to understand.

2. Suggestion

Dealing the conclusion above, the writer would like to give some suggestions as follows:

a. To the teacher

- 1) The teacher conducts classroom exclusively in the target language.
So, they must have good speaking skill.
- 2) The teacher has technique to make everyday using vocabulary and sentences. New teaching points were introduced orally.

- 3) The teacher is competent in grammar and pronunciation.
 - 4) The teacher must understand well the media used in teaching speaking whether she will use live presentation or demonstration.
- b. To the student
- 1) The student must prepare the material first, such as learning vocabulary before they join in the class.
 - 2) The student should practice to speak English every time.
 - 3) The student must pay attention during the lesson.
 - 4) The student must have good self – confidence, in order they can follow the speaking course.
 - 5) The students should learn grammar and pronunciation.
- c. To the other researchers
- To enlarge the research of speaking not only in the university, but it can be tried to the public school.

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VIRTUAL REFFERENCE

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